

**Session Code:
ACC-05**

**Session Title:
“App”solute Accessibility for ALL: iPad Use for Severe
Cognitive Disabilities**

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January 30, 2014
9:20 AM - 10:20 AM

Learning Objectives

1. Identify and describe how the iPad can be used
2. Identify and describe ways to adapt the iPad for use
3. Identify and describe apps that have been successful

August Chazan Gabbard

We first want to dedicate this presentation to an awesome person with a beautiful soul, pure heart and a loving and supportive family. August has made an impact that is everlasting.

We Will Miss You

1999- 2013

Introductions

Matthew Take

- has been teaching for more than 7 years. During this time he has taught individuals with severe cognitive and multiple disabilities.

Jennifer Walsh

- has been teaching for more than 7 years. She has had experience with teaching students with autism, extreme emotional and physical disabilities and severe cognitive disabilities.

Currently, we both work at a school for students who are performing at various levels within the participatory range. This means that these individuals require extensive adaptations and assistance to participate in activities throughout the school day.

Philosophy

“Every individual can learn and will learn, regardless of ability level”

- This philosophy drives everything that we do for our students.
- Although they may require more assistance, adaptations and repetitions, these individuals can learn skills that may make a profound impact in their lives and the lives of others.

Background

- hottest commodity today
- enables access to a plethora of information, programs and individuals
- brings the world to the fingertips of the user of the device.
- special educators are seeing the usability in classrooms to address the specific needs of the special education population.

Trials and Tribulations

- In 2011, we were told “no.”
- Technology too progressive and could not support
- Issues of security and confidentiality.
- In 2012 , purchase of first iPads
- word began to spread about the powerful implications

Making it Work

- “thinking outside of the box”
- individuals with intellectual disabilities, visual impairments, medical needs, and physical disabilities are able to successfully use an iPad independently and effectively once the device is made accessible for their varying needs.

Implications of the iPad in the Classroom

The iPad can be used:

- in a large group setting
- in a small group setting
- individually

The iPad can be a valuable tool during instruction.

- a communication device
- to gain attention
- teach cause and effect
- introduce concepts with real world pictures/videos (transportation/animals)
- motivational tool to increase communication

Built in Accessibility

- responds to touch
- high resolution for students with visual impairments
- zoom
- guided access
- compact
- portable
- can bring the device in close proximity to the individual
- does not require wi-fi to operate most apps (failure of technology)

Switch Adaptations

- Utilize built in Bluetooth capability

Bluetooth

- pair device
- use as is
- attach adaptive switch to Bluetooth devices

Bluetooth Devices Used

- RJ Cooper Tablet Interface
- Pretorian ***APPI***cator
- Pretorian SimplyWorks for iPad
- Ablenet- Blue2 Bluetooth Switch

Important: In order to use most of the Bluetooth switches, the apps had to be designed to support switch access.

Handouts are available at: www.atia.org/orlandohandouts

Switch Adaptations

Physical plug-in

- plug in the Apple USB Camera adapter
- plug in the switch interface, Hitch, by Ablenet

Switch Access

- should be easy
- location is key
- could be in any location

Mounting Solutions

- Accessibility and iPad safety

Below are tools used to help provide students with accessibility.

- PVC
- anti-skid (dysum, drawer and/carpet underlayment)
- duct tape
- clamps
- modular hose
- binder
- easel

Positioning

Relationship: Switch Positioning and Student Placement

Standing

- supine stander
- prone stander
- sit-to-stand
- standing box
- mobile stander

Seated

- table/desk
- wheelchair

Mobility

- gait trainer

Apps

Help Kidz Learn

- Hurdle Champion
- Big Bang Patterns
- Big Bang Pictures
- Five Sharks Swimming
- Inclusive Smarty Pants
- Five Little Aliens
- Bumper Cars

RJ Cooper

- RadSounds
- Scan-A-Word

Various

- Cause TapSpeak Sequence Plus
- Bitsboard
- Touch Switch
- Endless Alphabet
- and Effect Sensory Light Box

Thank you for attending this session

- CEUs – Session Code: **ACC-05**
 - More info at: www.atia.org/CEU
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